**Unit 4 Table of Contents**

*Nonfiction Research Projects*

|  |  |
| --- | --- |
| *Section* | *Page #* |
| * [Unit Goals and Standards](#goalsandstandards)
 | 2-4 |
| * [Unit 4 at a Glance](#ataglance)
 | 5 |
| * [English/Spanish/Russian Monthly Planner](#calendar)
 | 6-7 |
| * [Assessment Checklist](#assessmentchecklish)
 | 8 |

|  |  |  |
| --- | --- | --- |
| *Lesson* | *Lesson Title* | *Page #* |
| [Lesson 1](#lesson1) | Readers embark on a learning project in reading clubs by gathering and previewing a collection of texts and ordering the texts by level of complexity and depth. | 9-10 |
| [Lesson 2](#lesson2) | Readers make a plan in their reading clubs by diagraming their course of study. | 11-13 |
| [Lesson 3](#lesson3) | Readers become an expert on a topic by using the technical vocabulary of that subject. | 14-16 |
| [Lesson 4](#lesson4) | Readers become discerning about research by comparing information across multiple texts and looking for conflicting information to consider point of view.  | 17-19 |
| [Lesson 5](#lesson5) | Readers recognize similarities and differences in multiple texts (primary and secondary) on the same topic by quoting accurately from the texts when comparing and contrasting. | 20-23 |
| [Lesson 6](#lesson6) | Readers recognize an author’s bias by determining how the text makes them feel. | 24-26 |
| [Lesson 7](#lesson7) | Readers recognize the moves authors make in their craft to evoke emotion by analyzing the information the author chose to include (word choice, chosen images, etc.) and the information omitted. | 27-29 |
| [Lesson 8](#lesson8) | Readers expand their research by seeking information from global sources and determining their reliability | 30-32 |
| [Lesson 9](#lesson9) | Readers incorporate their own bias into their presentation by choosing what information to omit and include. | 33-35 |
| [Lesson 10](#lesson10) | Readers and researchers teach others by organizing what we know and elaborating on the comments of others to enhance the information presented to the audience.  | 36-37 |

**Dates**

Jan. 9 – Jan. 24

***Grade 5 Reading Unit 4***

***Unit of Study Planning Template***

|  |
| --- |
| Unit:  ***Non Fiction Research Projects*** |

|  |  |
| --- | --- |
| Goals:*(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | **GOAL: 1****Synthesizing Complex Information across Diverse Texts and Working in the Company of Fellow Researchers.****GOAL: 2****Critiquing Texts with Analytical Lenses and Sharing Our Research** |

|  |  |
| --- | --- |
| Essential Questions:*(These should be aligned with Goals.)* |   |

|  |  |
| --- | --- |
| Standards: | 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*,building on others’ ideas and expressing their own clearly.1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
2. Follow agreed-upon rules for discussions and carry out assigned roles.
3. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
4. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |

|  |  |
| --- | --- |
| Key Vocabulary: | First-hand account (primary source), second-hand account (secondary source), title, subtitles, heading, subheadings, supporting details, captions, main idea, table of contents, diagrams, index, glossary, bold-faced words, categories, chronology, compare, contrast, cause, effect, boxes and bullets, graphs, summarize, facts, charts, research, biographies, investigate, mental models, perspective, hunch, decipher, presentation, author’s purpose, however, although, nevertheless, similarly, moreover, in addition, quote |

|  |  |
| --- | --- |
| Anchor Texts: |  Various nonfiction texts |

|  |  |
| --- | --- |
| Other Resources: | Kidbiz, National Georgraphic, World Encyclopedias, Dictionaries, Internet websites, newspaper, magazines |

|  |  |  |
| --- | --- | --- |
| Assessment: | *FORMATIVE* | *SUMMATIVE* |
| *(Including CCSS performance task.)* | Assessment checklist, anecdotal notes, conferring notes, running records | Reading club sharing information with class |

Unit of Study At A Glance Planner

| **UNIT: *Non Fiction Research Projects: Teaching Students to Navigate Complex Nonfiction Text Sets with Critical Analytical Lenses*** |
| --- |
| **GOAL:**Synthesizing Complex Information across Diverse Texts and Working in the Company of Fellow Researchers. | **GOAL:** Critiquing Texts with Analytical Lenses and Sharing Our Research |
| **MINILESSONS:** | **MINILESSONS:** |
| * Readers embark on a learning project in reading clubs by gathering and previewing a collection of texts and ordering the texts by level of complexity and depth. 5.RML.4-1 (Pg. 73,79)
* Readers make a plan in their reading clubs by diagraming their course of study. 5.RML.4-2 (Pg. 74, 79)
* Readers become an expert on a topic by using the technical vocabulary of that subject.

 5.RML.4-3 (Pg. 74, 79)* Readers become discerning about research by comparing information across multiple texts and looking for conflicting information.

5.RML.4-4 (Pg. 74-76, 80)* Readers recognize similarities and differences in multiple texts(primary and secondary) on the same topic by quoting accurately from the texts when comparing and contrasting.

5.RML.4-5 (Pg. 74-76, 80) | * Readers recognize an author’s bias by determining how the text makes them feel.

5.RML.4-6 (Pg. 76, 80)* Readers recognize the moves authors make in their craft to evoke emotion by analyzing the information the author chose to include (word choice, chosen images, etc.) and the information omitted.

5.RML.4-7 (Pg.76, 77, 80)* Readers expand their research by seeking information from global sources and determining their reliability.

5.RML.4-8 (Pg. 77, 80)* Readers incorporate their own bias into their presentation by choosing what information to omit and include.

 5.RML.4-9 (Pg. 77)* Readers and researchers teach others by organizing what we know and elaborating on the comments of others to enhance the information presented to the audience.

5.RML.4-10 (Pg. 77, 80) |

|  |  |  |
| --- | --- | --- |
| **WORKSHOP CALENDAR FOR:** |  **5th grade Reading Unit 4** | Date: Jan. 9 – Jan. 24 |
| **Unit of Study: Unit 4** | Nonfiction Research Projects |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 7Vacation | 8 Vacation | 9 Readers embark on a learning project in reading clubs by gathering and previewing a collection of texts and ordering the texts by level of complexity and depth. 5.RML.4-1  | 10 Readers make a plan in their reading clubs by diagraming their course of study. 5.RML.4-2 | 11 Readers become an expert on a topic by using the technical vocabulary of that subject. 5.RML.4-3 |
| 14 Readers become discerning about research by comparing information across multiple texts and looking for conflicting information. 5.RML.4-4 | *15* Readers recognize similarities and differences in multiple texts(primary and secondary) on the same topic by quoting accurately from the texts when comparing and contrasting.5.RML.4-5 | 16Mini lesson Choice Day | *17* Readers recognize an author’s bias by determining how the text makes them feel. 5.RML.4-6 | 18 Readers recognize the moves authors make in their craft to evoke emotion by analyzing the information the author chose to include (word choice, chosen images, etc.) and the information omitted. 5.RML.4-7 |
| 21 No School | 22 Readers expand their research by seeking information from global sources and determining their reliability. 5.RML.4-8 | 23 Readers incorporate their own bias into their presentation by choosing what information to omit and include. 5.RML.4-9 | 24 Readers and researchers teach others by organizing what we know and elaborating on the comments of others to enhance the information presented to the audience. 5.RML.4-10 |  |

**Unit 4 Assessment Checklist**

|  |
| --- |
| **Unit: 4** Non Fiction Research Projects Teaching Students to Navigate Complex Nonfiction Text Sets with Critical Analytical Lenses  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Name | 5.L.6 & 5.RI.4 I can use technical vocabulary in my conversation about specific topics. | 5.RI.7 I can collect facts from research and determine which ones support my bias. | 5.RI.6 I can compare and contrast across primary and secondary documents. | 5.RI.1 I can quote accurately from text to support my opinion. |  | Notes |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

* = Beginning √= Developing X= Secure

|  |
| --- |
| **Unit 4 Mini Lesson 1** |

|  |  |
| --- | --- |
| **Unit of Study:** | Nonfiction Research Projects |
| **Goal:** | Synthesizing Complex Information across Diverse Texts and Working in the Company of Fellow Researchers |
| **Teaching point:** | Readers embark on a learning project in reading clubs by gathering and previewing a collection of texts and ordering the texts by level of complexity and depth.  |
| **Catchy Phrase:** |  |
| **Text:** | I Have a Dream by Margaret Davidson, Martin Luther King, Jr. by Marcia S. Gresko, Free at Last by Angela Bull, and My Brother Martin by Christine King Farris (or 3-4 nonfiction texts on the same topic.) |
| **Chart(?):** |  |
| **Standard:** | 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)***Connection:***  We just finished learning how to navigate nonfiction text using text features like looking at headings and sub headings and determining main ideas. Now we are going to take all of those skills and use them as we research a topic. You will be working with a group of students and together you will research the same topic. When you research a topic you don’t want to use just one book but multiple books to become an expert on your topic. Today we will be forming our groups, picking our books, and deciding what order to read them in. That’s because good readers embark on a learning project in reading clubs by gathering and previewing a collection of texts and ordering the texts by level of complexity and depth. |
| ***Teach:*** Now watch me as I preview the books on the topic my group decided on and make a reading plan. My group has already decided that we want to learn more about Martin Luther King so we found all of these books on him. Lets glance through them and make sure it has the kind of information we are interested in learning. We don’t have time to read them right now but you can look at the text feature to help us decide quickly if we spend time to read this book. (Teacher models with a think-aloud using text features to decide if the book will be beneficial in their research.)Now that we have decided what books will help us, let’s determine what order we should read them in. As I look through the books I will probably want to start with this book (the easiest book) because it will be the easiest to understand and I do not know much about this topic yet. Probably the last book I want to read is the one with the most detailed information. It would take me too long to read it all so I will want to just read the most important parts about Martin Luther King; nonfiction you do not need to read everything in order from front to back like you do in fiction; you can just use the most important parts. I won’t know what those will be until I read those easier books that will give me an overview. As you read more, then you can dive deeper into what interests you. Now I have a plan for what books I am going to read so now I can start my research!Remember, readers embark on a learning project in reading clubs by gathering and previewing a collection of texts and ordering the texts by level of complexity and depth. |
| ***Active Involvement:***  Now it’s your turn. Now I am going to put you into reading clubs. I will call over one group at a time to gather books on your topic (topic may be teacher assigned or student chosen). Once you have your books then you can preview to make sure they have the information that will help you and talk about the order you will read them in. Remember you can gather more books outside the classroom but this will give you a good start. Readers embark on a learning project in reading clubs by gathering and previewing a collection of texts and ordering the texts by level of complexity and depth. |
| ***Link:*** Today during reading, your group will be called up to gather and preview books on your topic. Readers embark on a learning project in reading clubs by gathering and previewing a collection of texts and ordering the texts by level of complexity and depth. |
| ***Mid-Workshop Teaching Point:*** Don’t forget to read the captions for extra information! |
| ***Share:*** Groups will share their projects at the end of this unit. |

|  |
| --- |
| **Unit 4 Mini Lesson 2** |

|  |  |
| --- | --- |
| **Unit of Study:** | **Non Fiction Research Projects** |
| **Goal:** | **Synthesizing Complex Information across Diverse Texts and Working in the Company of Fellow Researches.** |
| **Teaching point:** | **Readers make a plan in their reading clubs by diagraming their course of study.** |
| **Catchy Phrase** | **The diagram is the map to guide us where to go.** |
| **Text:** | **I Have a Dream by Margaret Davidson, Martin Luther King, Jr. by Marcia S. Gresko, Free at Last by Angela Bull, and My Brother Martin by Christine King Farris (or 3-4 nonfiction texts on the same topic.)** |
| **Standard** | 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total) |
| ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*Yesterday we worked on previewing our books so we could make a plan on which books to read in what order. We were able to organize our research by looking at text features such as pictures, captions, headings, and maps in the various texts. This helped us decide the sequence of our reading. Today we will be using this information to diagram our topic using boxes and bullets; that is like our map to guide us where to go.Readers make a plan in their reading clubs by diagraming their course of study. |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry(5-6 minutes)*I’ve brought in a couple texts that I have been reading for research. I have been focusing my research on Martin Luther King Jr. Some of the texts are more simple and straight forward but others are more complicated discussing many topics. I know this by looking at the heading, subheadings, pictures, and captions.Watch me as I demonstrate how to arrange this information visually so I have a map to follow for all the different roads I can turn down to learn more about Martin Luther King. As I look at one of my more complex books, “Free At Last” I see that there are 6 chapters, the first one is called “Black in a white world.” Remember how we learned to make boxes and bullets to diagram the main idea and details. Remember when we made boxes and bullets before we were reading but today we are using them before we read. We will use the information from the headings, pictures, captions and other text features to create our boxes and bullets. The title and the photos let me know the main idea is racism. I will put racism in the box. As I look at the photos and captions I see black people had to ride in the back of the bus so I will put that as a bullet. Another caption shows how black people came to America from Africa as slaves; that’s another bullet. Another bullet for the photo of Rosa Parks how she was charged with “disorderly conduct” for sitting in the front of the bus. I notice that there are many photos of other famous people who also fought against racism so I might make a new box for that and put Rosa Parks there as well as Gandhi (show the photo on p 11), Reverend Ralph Abernathy (p 14), Muhammad Ali, and Paul Robenson. I would continue to go through all of the books to see what boxes and bullets I could add to this diagram to complete my map. Later in this unit, you will get a chance to research online and these words will become good search words for the search engine. Now I can expand my search by looking at these main ideas for new books. Remember, readers make a plan in their reading clubs by diagraming their course of study. |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)* (Think time) Let’s take some time to reflect on what we have been reading and researching. What are some main ideas that jump out at you from the different texts you have been researching (give students 1 minute to quietly reflect then continue). Now turn and share your main idea with your neighbor (teacher roams to listen in for 2 minutes).As I was listening in I heard \_\_\_\_\_ (student) tell his/her research partner \_\_\_\_\_\_\_\_\_ main idea. I can tell that he/she was reading to teach his/her fellow research partner.  |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)* From now on, when you read for research remember to fill out your box and supporting bullets with important information. As you search the headings and text feature of your book, write down the boxes and bullets so you can share them with your reading group.  |
| **Mid-Workshop Teaching Point:** Readers, take your paper with the diagram you made and get together with your reading group. Compile all of your boxes and bullets onto one piece of poster paper. Some of you may have similar main ideas so you will want to combine them. |
| **Share:**  |
| **Notes:**  |
| **Materials**: **Box and bullets graphic organizer premade (see example below):**

|  |
| --- |
| **Famous People who fought racism** |

* + **Gandhi**
	+ **Rosa Parks**
	+ **Reverend Ralph Abernathy**
	+ **Muhammad Ali**
	+ **Paul Robenson**
 |

|  |
| --- |
| **Unit 4 Mini Lesson 3** |

|  |  |
| --- | --- |
| **Unit of Study:** | Nonfiction Research Projects |
| **Goal:** | Synthesizing Complex Information across Diverse Texts and Working in the Company of Fellow Researchers. |
| **Teaching point:** | Readers become an expert on a topic by using the technical vocabulary of that subject. |
| **Catchy Phrase:** |   |
| **Text:** | *Free at Last: The Story of Martin Luther King Junior* by Angela Bull*I have a Dream: The Story of Martin Luther King* by Margaret Davidson*My Brother Martin* by Christine King Farris*Martin Luther King, Jr.* by Marcia S. GreskoOr a collection of books on another topic |
| **Chart(?):** |  |
| **Standard:** | 5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*,building on others’ ideas and expressing their own clearly.1. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
2. Follow agreed-upon rules for discussions and carry out assigned roles.
3. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
4. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
 |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)**Connection:** You have been doing a great job of working in your reading clubs and I have heard a lot of great discussion about your topics. As you are reading more and more about your topic, you are going to come across words that are specific to your topic and it is these words you will want to start using as you talk with your group members. That is because readers become experts on their topic by using the technical vocabulary of the subject. |
| **Teach:** One way we can become an expert on our topic is by using the vocabulary specific to our topic. As you are reading you will start to notice certain words that relate specifically to your topic. A lot of times these words are written in bold or italics or defined in the sidebar or glossary. These are the words you want to pay attention to and start using as you share with others what you are learning.For example, if I was reading about planets and I wanted to sound like an expert I would use words like: orbit, terrestrial, gaseous, astronomer, and telescope. However, if I wanted to sound like an expert about ecosystems I would use words like producer, consumer, decomposer, dependent, and interdependent. That is how researchers become an expert on a topic by using the technical vocabulary of that subject.So if I think about my reading club and all that we are learning about Martin Luther King I will want to determine what words are specific to our topic so I can start using them when I share what I’m learning. Some of these words are defined in the glossary like assassination and discrimination (refer to glossary in the back of the book Free at Last). Other words may not actually be defined for me but they come up over and over again as I read about Martin Luther King such as speech, segregation, marches, and peaceful. These are the words I want to use when discussing Martin Luther King and sharing what I have learned. Because to become an expert on a topic you need to use the technical vocabulary of that subject. |
| **Active Involvement:**Now it’s your turn to try this. I want you to practice sounding like an expert on your topic. Think about your topic and what words you have noticed over and over again in your books or have seen in bold or italics.. (Teacher gives students a minute to think.) Now turn and talk to the other people in your reading group about what words you think are the technical vocabulary for your topic. Great I heard \_\_\_\_\_\_\_\_’s group mention \_\_\_\_\_, \_\_\_\_\_\_, and \_\_\_\_\_\_\_ as good words to use when talking about \_\_\_\_\_\_\_\_\_. And \_\_\_\_\_\_\_\_’s group decided \_\_\_\_\_ and \_\_\_\_\_\_ are important to use when discussing \_\_\_\_\_\_\_\_\_\_. |
| **Link:** Today and every day as you read you should pay attention to the technical vocabulary related to the subjects you are learning about and as you share with others what you are reading about, make sure to use these words so you can sound like an expert! That’s because readers become an expert on a topic by using the technical vocabulary of that subject. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

|  |
| --- |
| **Unit 4 Mini Lesson 4** |

|  |  |
| --- | --- |
| **Unit of Study:** | Nonfiction Research Projects |
| **Goal:** | Synthesizing Complex Information Across Divers Texts And Working In The Company Of Fellow Researchers |
| **Teaching point:** | Readers become discerning about research by comparing information across multiple texts and looking for conflicting information to consider point of view.  |
| **Catchy phrase:** |  |
| **Text:** | “Free at Last- The Story of Martin Luther King, Jr” by Angela Bull, “ I have a Dream, The Story of Martin Luther King.” By Margaret Davidson <http://www.therightperspective.org/2011/01/11/the-dark-side-of-martin-luther-king-jr/>(evidence that Martin plagiarized in his speeches.) <http://www.youtube.com/watch?v=eQ4wGDl56Zg> (Jamie Oliver amount of sugar in milk video)<http://www.youtube.com/watch?v=Mo3qsx05974> (nurse sharing the positive effects of drinking milk vs. sports drinks) |
| **Chart(?):** | Prompts for comparing texts |
| **Standard:** | 5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total) |
| **Connection:** We’ve been deep into learning about our topics now for several days! We have organized ourselves and chosen books that will give us great information about the topics we are researching. We have made a plan for what our work will look like in our groups by making a plan for our course of study. AND we have been immersing ourselves in our topic by using the vocabulary that experts in that field use. As you have been reading all about sharks, or Martin Luther King Jr. or Egypt, though, you may have noticed that the books you have collected on your topic have different information. For instance, you may read in one book on sharks that sharks are gentle creatures that would not purposely attack humans, they are just confused and think the human looks like a seal, but in another book about sharks you might read that sharks are vicious creatures that will attack anything that falls into their path!Good nonfiction readers read across several books or articles on the same topics, to compare information, look for conflicting information to determine the author’s point of view. |
| **Teach:** (guided practice)Let me show you how this works. There are a few phrases we can use to help us think more deeply about what our books say and to compare the points of view in different books.(read the prompts and have students repeat)This book says\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but this book says\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.This author states that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , but this author doesn’t mention/say/present in the same way. I have been reading from different sources about Martin Luther King, Jr. One is “ I have a Dream, The Story of Martin Luther King.” By Margaret Davidson, the other is an article I found online. (show book/ article). As I read through the information about Martin I realized there was a different perspective about Dr. King’s speech writing ability. I have read over the years (and heard excerpts) that Dr. King was a great speaker and speech writer. **This book** “ I have a Dream, The Story of Martin Luther King.” **says** on page 49, ‘Then it was time for him to speak…..’(read a few paragraphs, then wrap up with the 2nd to the last paragraph on page 51 ‘For a moment there was silence….’Did you hear what a great speaker Dr. King is? Everyone listened, everyone was silenced. Then there was great applause! **But this article says** “King plagiarized the “I Have A Dream” speech from one given at the Republican Convention in 1952 given by Archibald J. Carey, Jr., an African-American lawyer,”. Plagiarized means copied or used someone else’s thoughts or words. (use the web address from above. Either make hard copy or show directly from site via doc-cam.)Wow! Did you hear that conflicting evidence? **I think the author of the book’s point of view** was to show what a great speaker Martin Luther King, Jr. was. **But, I think the author of article’s point of view was** to inform people that Martin Luther King, Jr. used other peoples’ ideas to make his speeches and make his points. Partners, think about the information I just shared with you about Martin Luther King, Jr. and his speeches. Partner A you are going to use the sentence frame here: The book said\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but the article said\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (have it posted) To tell partner B about the conflicting evidence. (go ahead)Now partner B, I want you to practice talking about this conflicting evidence based on the author’s point of view.Partner B use this frame: I think the author **I think the author of the book’s point of view was \_\_\_\_\_\_\_\_\_\_\_, But, I think the author of article’s point of view was\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**Great job! Let’s try this again! Here are a couple of videos I found on the nutrition value in milk (milk video by Jamie Oliver and other by a nurse from the Midwest Dairy Association)(Go through the process of students talking through the conflicting evidence using the prompts. Have B’s do what A’s did and A’s what B’s did)Great job everyone!Good nonfiction readers read across several books or articles on the same topics, to compare information, look for conflicting information to determine the author’s point of view. |
| **Active Involvement:** (Since this lesson is using the guided practice model of the “teach”, active involvement isn’t distinguishable as a separate part. The “teach” will be longer, and will include student participation.)  |
| **Link:** So today and from now on when you read about a topic, remember to read across many author’s works; books, videos, and articles. You may find conflicting evidence that will help you understand the author’s point of view and will inform you more deeply about the topic.  |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

|  |
| --- |
| **Unit 4 Mini Lesson 5** |

|  |  |
| --- | --- |
| **Unit of Study:** | Non Fiction Research Projects |
| **Goal:** | Synthesizing complex information across diverse texts and working in the company of fellow researchers. |
| **Teaching point:** | Readers recognize similarities and differences in multiple texts (primary and secondary) on the same topic by quoting accurately from the texts when comparing and contrasting. |
| **Catchy Phrase:** | Good nonfiction readers use the differences between first and secondhand accounts in order to compare and contrast the same event.  |
| **Text:** | “I have a dream” speech text, Free at Last: The Story of Martin Luther King, JR. by Angela Bull, Martin Luther King, Jr. in the Famous Americans series. OR text set of choice |
| **Chart(?):** | First and Secondhand accounts |
| **Standard:** | 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*,building on others’ ideas and expressing their own clearly.1. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
2. Follow agreed-upon rules for discussions and carry out assigned roles.
3. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
4. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total) |
| ***Connection: 1-2 min***We’ve been discussing how to organize our thoughts, preview a text and determine the priority of reading the books in your set. Today, we’re going to discuss how good readers also make sure the kinds of texts they have are varied in order to compare and contrast the information we learn from them. In fourth grade you learned the difference between firsthand and secondhand accounts or sources. Remember, firsthand accounts are when someone shares something they’ve experienced personally. This can also be called a primary source. Secondhand accounts are when author’s report experiences other people have had or research other people have done. This is called a secondary source. Good nonfiction readers use the differences between first and secondhand accounts in order to compare and contrast the same event.  |
| ***Teach: 4-6***Last year, you learned all about the kinds of documents that would be considered primary sources and those that would be secondary sources. Let’s chart some examples of each (get student input as you write)Remember a firsthand account… (fill in top of chart) and a secondhand account is… (fill in top of chart).

|  |  |
| --- | --- |
| **FIRSTHAND ACCOUNT (PRIMARY SOURCE)** | **SECONDHAND ACCOUNT (SECONDARY SOURCE)** |
| * Person sharing the information was there and was part of the experience
* Person was there and witnessed the experience
* Text is written in first person

EXAMPLES:* Autobiography
* Speech
* Letters
* Photos
 | * Person sharing information was not there
* Person sharing information sharing other’s research/experience.
* Text is written in third person

EXAMPLES:* Biography
* Newspaper article on the speech
 |

 (if you have other components to add, please do)Today, we’re going to look at the book, My Brother Martin by Christine King Farris and Free at Last: The Story of Martin Luther King, JR. by Angela Bull. Because I know that My Brother Martin is written by his sister (who was there), I know it’s a primary document. Free at Last is written by someone who did not know MLK, therefore, it’s a secondary. Listen as I read from Free at Last and we learn about where MLK gets his ideas. (T reads page 11).From this text, I learned that MLK was inspired by the actions of Ghandi. I learned he believed in non-violence and peace to overcome prejudice. This sounds about right insofar, but let’s see if a primary document supports it. (T reads pages 26 -30).Both books discuss non-violence and peace as essential aspects of MLK’s beliefs. However, in his sister’s book, we see that MLK was inspired by the actions of his parents as a young boy. His mom taught him that people could change their minds and his dad showed him examples of nonviolent protest when he walked out of the shoe store and stood up to the police. His father never used violence, but he got his point across about their prejudices. Does this mean Ghandi wasn’t an inspiration to him? Of course not! But primary documents often allow us to get more of the picture. They give us more details that we can use to fill in the blanks and dive deeper into the person or event or subject. By comparing and contrasting sources, we get even more information or maybe even find out when a source isn’t reliable or accurate. Good nonfiction readers use the differences between first and secondhand accounts in order to compare and contrast the same event.  |
| ***Active Involvement: 2-3 min***Now it’s your group’s turn. I’m going to read to you another few pages from 2 different sources and then, you’re going to tell me what each source shows you as well as whether they’re primary or secondary. (T reads pages 5-11 in Martin Luther King, Jr. in the Famous Americans series.) Here is part of a speech MLK gave. Most call it the “I have a Dream” speech. (T reads below).“I Have a Dream,” (EXCERPT) Martin Luther King, Jr.I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.I have a dream today.Alright. With your groups, discuss which source was the primary and which was the secondary. What did you learn from each source? How were they the same? How were they different? (After a few minutes, T calls on 2 groups to share). Good nonfiction readers use the differences between first and secondhand accounts in order to compare and contrast the same event.  |
| ***Link: 1 min***Today and every day when you are researching and collecting information good readers compare and contrast the firsthand and secondhand accounts to make your research more accurate. As you are reading today, think about the books you are using. Jot down on a sticky note whether your texts are firsthand or secondhand accounts.Good nonfiction readers use the differences between first and secondhand accounts in order to compare and contrast the same event.  |
| ***Mid-Workshop Teaching Point:***When conducting your research, it’s a good idea to quote the text directly (primary or secondary). Quoting can help support your opinion and strengthen your argument. We do this by copying a sentence or phrase word for word and putting quotes around it like this “ “. For example, in his speech, MLK said “I have a dream.”  |
| ***Share:*** Can any one share a quote they found from a primary or secondary source? Remember, it must be word for word and should be used to support what you’re saying in your own words. When it comes to quoting, copying is okay! |

|  |
| --- |
| **Unit 4 Mini Lesson 6** |

|  |  |
| --- | --- |
| **Unit of Study:** | Non Fiction Research Projects |
| **Goal:** | Synthesizing complex information across diverse texts and working in the company of fellow researchers. |
| **Teaching point:** | Readers recognize an author’s bias by determining how the text makes them feel.  |
| **Catchy Phrase:** | A non-fiction author can make you feel. |
| **Text:** | Free at Last by Angela Bull and “The Dark Side of Martin Luther King, JR” on *The Right Perspective* accessed at http://www.therightperspective.org/2011/01/11/the-dark-side-of-martin-luther-king-jr/ |
| **Chart(?):** |  |
| **Standard:** | 5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)***Connection: 1-2 min***So, yesterday we discussed how different sources can give us different information. We realized that we have to compare and contrast across primary and secondary documents in order to get the whole picture of the event or person. But these differences are valuable for another reason, too: they give us the author’s perspective. Did you know that non-fiction authors have opinions?! Just like fiction authors, non-fiction authors use pictures and words to express his or her thoughts or feelings or PERSPECTIVES on a subject. In fiction, we call this the “author’s message” or “theme,” right? The lesson the author is trying to teach us? The author uses a text to get us feel a certain way about something. Well, non-fiction writers do this too!A non-fiction author can make you feel! |
| ***Teach: 4-6***When we’re reading fiction, it’s easy for us to let our emotions get wrapped up in the emotions of the characters, right? We feel hurt with Mr. Peabody by the gossip-spreading in Mr. Peabody’s Apples. By the end of the book, we agree with the author that rumors can hurt people. What you may not realize is that non-fiction authors do the same thing. I’m not going to read to you all today. Instead, I want you to take a picture walk with me. I’m going to show you how the pictures in Free at Last make me feel different emotions. Let’s start with page 6. Here I see a picture of men in shackles, locked up with their arms behind their backs. This is the kind of image that makes me stop and look at it before I turn the page. There’s something in my brain that clicks and tells me to look deeper. Once I do, it makes me feel sad and a little angry. I feel badly that they are being treated so poorly and I want to see it stop!Now, let’s go to page 18. I see Mr. King with his hand on his head. Maybe without realizing it at first, I notice that this image also conjures up an emotion. I feel like he must feel tired and frustrated, which makes me think his work was hard and never-ending. Lastly, I’m going to go to page 22. Alright, I am going to do a little reading here. The picture if of a burning cross and the caption reads, “White Violence. The Ku Klux Klan is a secret organization operating in Many US states. It aims to stop black people from having power, sometimes by violent means.” Now I feel scared. I wouldn’t want a cross like that in my yard. People could get hurt! And the caption tells me that that’s often the aim of the KKK, to hurt black people. I have goose bumps now. Let’s put all these emotions together. Sad, Angry, tired, frustrated, scared. The author is using these pictures to express his perspective: MLK worked to improve how people were treated even when he was tired and even though there were people that wanted to hurt him. A non-fiction author can make you feel! |
| ***Active Involvement: 2-3 min***Now it’s your group’s turn. We’re going to look at a multimedia source now on MLK. (T brings up webpage and projects it). I’d like you to read the title and look at the picture ONLY! How does this title and picture make you feel? How does this differ from the other images we looked at? I’m going to give you a minute and a half to discuss. Alright, let’s bring it back. Who would like to share out their emotions? (Make sure you call on someone who comments that the title makes him seem evil, or scary like a villain, and the mug shot makes them feel intimidated or maybe like he wasn’t a hero after all). So, you see, this author has a different perspective than the other. We’ll get into this more tomorrow. But remember, you just saw how: A non-fiction author can make you feel! |
| ***Link: 1 min***Today and every day when you are researching and collecting information, remember to notice how the author is making you feel. This will help you to determine the author’s perspective.A non-fiction author can make you feel. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:***Does anyone have an image or quote that they came across that evoked a feeling? Would you like to share it out with the class? |

|  |
| --- |
| **Unit 4 Mini Lesson 7** |

|  |  |
| --- | --- |
| **Unit of Study:** | Non Fiction Research Projects |
| **Goal:** | Synthesizing complex information across diverse texts and working in the company of fellow researchers. |
| **Teaching point:** | Readers recognize the moves authors make in their craft to evoke emotion by analyzing the information the author chose to include (word choice, chosen images, etc.) and the information omitted.  |
| **Catchy Phrase:** | A non-fiction author makes you feel by what they show you AND what they leave out. |
| **Text:** | Free at Last by Angela Bull and “The Dark Side of Martin Luther King, JR” on *The Right Perspective* accessed at http://www.therightperspective.org/2011/01/11/the-dark-side-of-martin-luther-king-jr/ |
| **Chart(?):** |  |
| **Standard:** | 5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)***Connection: 1-2 min***Who else here feels like they went on an emotional roller coaster yesterday? So many ups and downs… are you all convinced yet that non-fiction authors can make you feel? Me too!Today, we’re going to use the exact same sources that we used yesterday and I’m going to show you just how the authors got us to feel. Want a hint?A non-fiction author makes you feel by what they show you AND what they leave out. |
| ***Teach: 4-6***Let’s start with where I left off yesterday. Remember in my picture walk of Free at Last I showed you those three different pictures? The men in chains on p. 6 (show picture), a tired MLK on page 18 (show picture) and the burning cross on page 22 (show picture). After this walk, I decided that all the emotions I had from these pictures caused me see that MLK worked to improve how people were treated even when he was tired and even though there were people that wanted to hurt him. And that’s one definition of a hero, right? Someone who works to help others even when the job is super-tough. By including these images, the author led me to think of MLK as a hero. Now, we’ve used this book tons of times before, and we never even thought to think of him as anything else, right? We didn’t even realize that the author was making us feel this way by the images she chose to include!Let’s look at her choice of words too. Alright, we all know MLK’s famous delivery of the “I Have a Dream” speech. Let’s see how she chooses to describe that speech. Here, on page 27 she says the words, “"cheers rose louder" and “applause was tremendous."  Did you see that? What are the adjectives, the descriptive words she used? (louder, tremendous) Pretty powerful choices. These words lead me to believe that MLK inspired others that day. No, more than that. These lead me to think he held up the hopes of all these people (show picture). What an amazing man, no? By using these pictures and words, Angela Bull leads me to think of MLK as hero, a powerful legend.A non-fiction author makes you feel by what they show you AND what they leave out.But what about this? (project Right Perspective website) Let’s look at this author’s choice of image first. It’s a mug shot, right? A picture taken one of the times MLK was in jail, right? This picture makes me feel a little cautious of the man in it. I don’t know that I feel scared of him, but it makes me feel like he did something wrong, and I don’t want to find out what it was! I see MLK here, and I don’t think of a hero. I think of someone who might need a little extra help and support. Now, this is a legitimate photo of MLK. We read that he went to jail for some of his demonstrations. But, did Angela Bull include this image in her book? No. She absolutely did not. I’m thinking that she realized that if she put this image in her book, she might not be able to persuade her readers to think of MLK as a hero and powerful legend. She omitted it (that means left out). A non-fiction author makes you feel by what they show you AND what they leave out. |
| ***Active Involvement: 2-3 min***Now it’s your group’s turn. Let’s look at the section of the website entitled “Plagiarism in Speeches.” Plagiarism means copying. Remember all the adjectives and phrases Angela Bull used to describe MLK’s “I Have a Dream” speech? Think of those as I read this part to you (T reads part and plays MLK speech). I’m going to give you a minute and a half to discuss. What do you think about what this author presents? How does this information portray MLK?Alright, let’s bring it back. Who would like to share out their group’s thoughts? (Make sure you call on someone who comments that this makes him look like a cheater and maybe he wasn’t so honest or a hero after all). So, once again, this author has a different perspective than the other. Did this author include those beautiful words that Angela Bull did? Why not? What was this author trying to convey? (T takes a few answers).Just like how Angela Bull was trying to get her readers to think of MLK as a hero, this author is trying to get us to think of him as a cheat. A non-fiction author makes you feel by what they show you AND what they leave out. |
| ***Link: 1 min***Today and every day when you are researching and collecting information, remember to notice how the author is making you feel and how they’re getting you to feel that way. As readers it’s important to notice this not only to be critical, smart non-fiction readers, but also to be effective authors yourselves!A non-fiction author makes you feel by what they show you AND what they leave out. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:***Does anyone have proof of how an author is trying to get their reader to feel a certain way? Would you like to share it out with the class? |

|  |
| --- |
| **Unit 4 Mini Lesson 8** |

|  |  |
| --- | --- |
| **Unit of Study:** | Nonfiction Research Projects: Teaching Students to Navigate Complex Nonfiction Text Sets with Critical Analytical Lenses  |
| **Goal:** | Critiquing Texts with Analytical Lenses and Sharing Our Research |
| **Teaching point:** |  Readers expand their research by seeking information from global sources and determining their reliability.  |
| **Catchy Phrase:** | *“Where is this information coming from, and can I rely on it?”* |
| **Text:** | Website included below |
| **Chart():** | Web domains three-column chart (.com, .gov, org, .edu) |
| **Standard:** | 5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)***Connection: (1-2 min)****Boys and girls we have been studying non-fiction for the last month. We have learned a lot about how to read books from the non-fiction genre. Remember last week when we compared information from multiple texts? We talked about how primary sources and secondary sources are often written from different points of view.**Well today we will be looking at another way of comparing different sources of information, including digital sources like the internet.* Readers expand their research by seeking information from global sources and determining their reliability. They ask themselves, “Where is this information coming from, and can I rely on it?” |
| ***Teach: (4-6 min)***(While teaching the different domains, be sure to add the meaning of each, along with the information about level of reliability/ likely bias in a three column chart.)*One of the things that I am going to teach you about is something called web domains. You know what these are even though you might never have heard these words. (Write on a chart .com*, .gov, org, .edu) *Raise your hand if you recognize these. Yep these are very familiar to you because whenever you go on the internet you type them at the end of the web address you visit.* *It is important for researchers to know what these different domains mean, because they sometimes determine how reliable or accurate the information is.* *.com means it comes from a commercial organization which is for profit. That means that they will put information there that supports their cause. (add to chart) That could mean the information found there could be very biased or opinionated. For example if you go to www.toms.com, the Toms shoes website, they might have all kinds of research showing their shoes are the very best. That is because they want to sell lots of their shoes, not necessarily because their shoes are truly the very best.* *.gov means that the information comes from a government website. (add to chart)This would be a good source for numerical data such as statistics or percentages. Information on .gov websites is generally reliable as it is funded by the government.*  *.edu is another fairly reliable source of information. .edu means it is funded by educational organizations whose purpose is to educate others. These websites are less likely to be biased. (add to chart)**.org is the web domain for non-profit organizations. (add to chart) These are good websites to visit if you are interested about specific topics of interest such as animal conservation or cancer research. They are generally fairly reliable sources of information because they are not for profit, but they might be slightly biased, depending on the information found there. For example, if it is an animal conservationist website, there may be a LOT of information about deforestation, which makes logging companies look bad. They won’t necessarily present both sides.* *When readers are gathering information about their topics, they use not only books, but also other sources of information, like the internet, museums, television programs, interviews, etc. It is always important to understand where the information is coming from, and to be sure it is reliable.* Readers expand their research by seeking information from global sources and determining their reliability. *Readers ask themselves, “Where is this information coming from, and can I rely on it?”* |
| ***Active Involvement: (3-5 min)****Now it’s your turn to practice determining how reliable information is with a partner. In just a moment, I am going to bring up a website about Martin Luther King Jr. You will hear information that might surprise you.* *(Teacher opens up the article “The dark side of Martin Luther King Jr.” found on the website at* [*www.therightperspective.org/2011/01/11/the-dark-side-of-martin-luther-king-jr/*](http://www.therightperspective.org/2011/01/11/the-dark-side-of-martin-luther-king-jr/) *)* In just a moment, I will read part of this webpage to you. First, I want you to turn to your partner and tell them what domain this site is from, and what that means. For example, I could say, “This is from the domain .com, which means that it is a commercial website.” However, that would be the wrong answer. Look carefully at the chart and the web address, and tell your partner what domain this information is from.(Teacher allows 30 seconds for students to share with partner.)Okay, now, I’m going to read part of this webpage to you. Listen carefully, and remember readers expand their research by seeking information from global sources and determining their reliability. *Readers ask themselves, “Where is this information coming from, and can I rely on it?”*(Teacher reads from webpage. Read the title, the caption under his photo, the first paragraph, and the section titled “plagiarism in speeches.”)Turn to your partner and talk to them about how reliable you think this information is. Consider the domain from which it comes, and the information the author chose to include. (Teacher allows 1 minute for student pairs to discuss.)(Teacher shares positive observations from specific students.) I heard Elizabeth and Emily saying that they thought that this information might be biased because of the photograph labeled “mugshot” and the title. They did a good job considering where the information came from, and if they could rely on it.  |
| ***Link: (1 min)***Today we learned that readers expand their research by seeking information from global sources and determining their reliability. *Readers ask themselves, “Where is this information coming from, and can I rely on it?”* *So, from now on whenever you use the internet to find information, remember, it might be unreliable. Consider the source. Is it from a .com domain? If so, it could be highly biased because they are trying to make money. Is it considering something from more than one point of view? If so, that might be a more reliable source of information.* *When you are researching more about your topics in your reading groups, remember to consider this together.*  |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

|  |
| --- |
| **Unit 4 Mini Lesson 9** |

|  |  |
| --- | --- |
| **Unit of Study:** | Nonfiction Research Projects: Teaching Students to Navigate Complex Nonfiction Text Sets with Critical Analytical Lenses  |
| **Goal:** | Critiquing Texts with Analytical Lenses and Sharing Our Research |
| **Teaching point:** |  Readers incorporate their own bias into their presentation by choosing what information to omit and include. |
| **Catchy Phrase:** | *Readers have the power to choose what to include and what to omit in their presentations. They ask themselves, “What will paint my argument clearly?”* |
| **Text:** | I Have A Dream: The Story of Martin Luther King, by Margaret DavidsonFree at Last: The Story of Martin Luther King, Jr. by Angela Bull |
| **Chart:** |  |
| **Standard:** | 5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)***Connection: (1-2 min)****Yesterday, we learned about how* readers expand their research by seeking information from global sources and determining their reliability. We learned that they ask themselves, “Where is this information coming from, and can I rely on it?” We talked about the different domains from the internet, and how each has a different amount of reliability. Remember when I read the article from the internet called, “The Dark Side of Martin Luther King, Jr.” to you yesterday? We talked about how many of us felt that that article was biased because the author was trying to present a negative picture of Martin Luther King Jr. Some of the reasons we thought this were because it was from a .org domain which sometimes means that they are trying to get you to believe the way that they do. We felt that the author of that article was trying to present a negative picture of Martin Luther King Jr. because of the words and the pictures that he/she chose to present.Today, we are going to talk about how readers incorporate their own bias into their presentations by choosing what information to omit and include. Readers have the power to choose what to include and what to omit in their presentations. They ask themselves, “What will paint my argument clearly?” |
| ***Teach: (4-6 min)***Watch me as I show you how I would present Martin Luther King Jr. in a positive light. You will see me make decisions about what information to include and omit in my presentation about him. If I want to present Martin Luther King Jr. in a positive light, I want to include things that I read about him that are positive. I want to omit, or leave out, things that are negative. (Teacher opens up to pages 10-11 and reads aloud those two pages.) After reading these two pages, I am thinking that this information would be very important to include. It shows that Martin had a lot of positive qualities, and specifically that he was a peaceful man. (Teacher turns to pages 58-60 in the book I have a Dream: The Story of Martin Luther King. Read aloud.) This information paints Martin in a very positive light because even though he and his family were being threatened, he still chose to do what was right and stand up for those who were being wronged. (Turn to page 115 of I have a Dream: The Story of Martin Luther King. ) This picture is one that I would not include, because it shows him smoking and some people might not like that. However this picture, (pg. 6 of Free At Last- picture of slaves in chains) would be great to include, because it shows something awful happening to African Americans, and Martin fought against that. (Turn to page 16 of Free At Last.) This section talks about how Martin Luther King Jr. was arrested 16 times. I would not include that part without an explanation of why he was arrested, because if I didn’t include that, it could paint a negative picture of him. Remember, readers incorporate their own bias into their presentations by choosing what information to omit and include. Readers have the power to choose what to include and what to omit in their presentations. They ask themselves, “What will paint my argument clearly?” |
| ***Active Involvement: (3-5 min)***Now it’s your turn to practice determining what you would include and what you would omit into a presentation about Martin. (Turn to pages 12 and 13 of Free At Last, The Story of Martin Luther King, Jr.) I’m going to read these two pages to you and while I’m reading, I want you to think to yourself, “Would I include this information or omit it? Why? Remember, readers incorporate their own bias into their presentations by choosing what information to omit and include. They have the power to choose what to include and what to omit in their presentations. They ask themselves, “What will paint my argument clearly?”(Teacher reads aloud the pages.)Okay, turn to your partner and talk to them about whether or not you would include this information in a presentation about Martin Luther King, Jr. Tell them why or why not. (Teacher allows 2 minutes for student pairs to discuss.)(Teacher shares positive observations from specific students.) I heard many of you say that you would include this information because it shows how a lot of violence was happening at this time, and it was so unfair. Jose said he would include it because it showed that Martin was trying to end the violence and injustice.  |
| ***Link: (1 min)***Today we learned that readers incorporate their own bias into their presentations by choosing what information to omit and include. Readers have the power to choose what to include and what to omit in their presentations. They ask themselves, “What will paint my argument clearly?”So, when you are preparing your presentations in your groups today, remember to consider what information you will want to include and what information you will want to omit. It’s important that the information you include supports your point of view. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

|  |
| --- |
| **Unit 4 Mini Lesson 10** |

|  |  |
| --- | --- |
| **Unit of Study:** | Nonfiction Research Projects: Teaching Students to Navigate Complex Nonfiction Text Sets with Critical Analytical Lenses  |
| **Goal:** | Critiquing Texts with Analytical Lenses and Sharing Our Research |
| **Teaching point:** |  Readers and researchers teach others by organizing what we know and elaborating on the comments of others to enhance the information presented to the audience.  |
| **Catchy Phrase:** |  |
| **Text:** | Free at Last by Angela Bull; I Have a Dream by Margaret Davidson |
| **Chart:** |  |
| **Standard:** | 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*,building on others’ ideas and expressing their own clearly.1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
2. Follow agreed-upon rules for discussions and carry out assigned roles.
3. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
4. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)***Connection: (1-2 min)***Yesterday we talked about how readers support their own bias in their presentations by choosing what information to omit and include. They ask themselves, “What will paint my argument clearly?” So today we will be learning about how good readers and researchers teach others by organizing what we know and elaborating on the comments of others to enhance the information presented to the audience.  |
| ***Teach: (4-6 min)****Today we are going to talk about how to be thoughtful in what information we present and how it makes us feel. For example, if I was presenting about Marten Luther King I would want to include the photo of him with his wife holding his baby (show them p 12 from Free at Last). That makes me think about him as a good father and husband. I think I should include this in my presentation because it makes me feel happy to see them happy that he cares about is family. (Write these prompts on the board: That makes me think… I agree/disagree … because… I think we should include…I think we should not include…because…)* *Now, lets look at this photo of Martin Luther King smoking (show the photo from p 115 in I Have a Dream) Let me use my sentence frame to help express my opinion. (Point to the first frame) That photo makes me think he is the bad guy from a movie. I disagree in using this photo because it is always the bad guys in the movies who smoke and even though I know that it doesn’t make people bad, it portrays them in a bad light. I think we should not include this photo in our presentation because we do not want to portray him as a bad guy. Remember,* readers and researchers teach others by organizing what we know and elaborating on the comments of others to enhance the information presented to the audience.  |
| ***Active Involvement: (3-5 min)***Now it’s your turn to practice talking about to include. Do you think we should use the photo of Martin Luther King smoking? Turn and talk to your neighbor. Your conversation should start with “That makes me think….” and follow all the sentence frames to guide your talk. (Give them a minute to talk and go around listening to conversations)Would anyone like to volunteer to share their opinions? Now it is your partner’s turn to talk. So the one who was the listener, this question is for you. Do you think we should use the photo of Rosa Parks? Your sentence should start with “That makes me think…” (Show the photo on p 13 from Free at Last. Give them a minute to talk and go around listening to conversations)*Remember,* readers and researchers teach others by organizing what we know and elaborating on the comments of others to enhance the information presented to the audience.  |
| ***Link: (1 min)***Today we learned that readers how readers present their opinions on their topic by considering how the information will make the audience feel.So, when you are preparing your presentations in your groups today, remember to teach others by organizing what we know and elaborating on the comments of others to enhance the information presented to the audience.  |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |